

AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR



UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

XXVII.

ST. LOUIS, MO., FEBRUARY 9, 1894.

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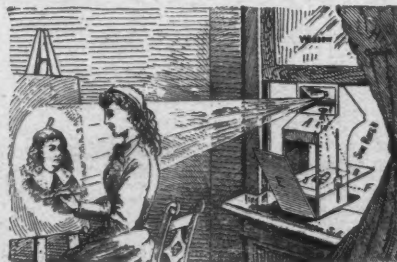
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VOL. XXVII.

ST. LOUIS, MO., FEBRUARY 9, 1894.

No. 2.



And National Educator.

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THE NEW DEMAND.

Where we may leisurely
Each one demand an answer to his part.
—Shak.

THE teachers of St. Louis and vicinity seem to be fully alive to the new demands of the time, and have, to a certain extent, revised the work and remodeled the "Society of Pedagogy," which, for more than twenty-five years, has been a prominent and powerful factor in the progress of our St. Louis Public School system.

Such names as Wm. T. Harris, LL.D., Denton J. Snider, F. Louis Soldan, LL.D., Thomas Davidson, E. H. Long, George E. Seymour, F. E. Cook, William Schuyler and Wm. M. Bryant will serve to indicate the range and character of the work done directly in the society upon the basis of its earlier organization.

In fact, many papers of permanent value in the educational world, owe their origin to the existence of this pedagogical society. The new organization, to meet the larger demand of the present time, dates from the reading of an address by Prof. William M. Bryant, of the St. Louis High School, by request, entitled, "Possibilities of a Pedagogical Society." Of this address an extended abstract was given in the AMERICAN JOURNAL OF EDUCATION, and we have supplied hundreds of copies to leading educators from Maine to California often. In his address, Prof. Bryant said:

"A Pedagogical Society, as a matter of course, implies in its very name a definitely recognized purpose. Whether the full range of this purpose has become clearly and fully defined, must depend upon a variety of conditions. But one thing could not fail to be already present to the minds of the founders of such an association; and that is that its central purpose must be the investigation of the

fundamental principles of Education. And yet while the immediate aim is the study of, and contribution to, the Science of Education, it is equally evident that the ultimate aim is improvement in education as an art."

After a full exposition of the enlarged plan for the new society, a Committee on Reorganization, consisting of Messrs. F. E. Cook, Wm. M. Bryant and E. H. Long, with Miss S. V. Beeson and Miss Mary C. McCulloch, was appointed, and their report, as prepared by Mr. Bryant, was adopted without change at the next meeting of the society.

The new organization provided for eight sections, as follows. 1, Pedagogy; 2, Psychology; 3, Ethics; 4, History; 5, Literature; 6, Science; 7, Art; 8, Kindergarten and Observation of Child-Life; under the leadership respectively of F. E. Cook, E. H. Long, Wm. M. Bryant, George E. Seymour, F. Louis Soldan, G. W. Krall, Amelia C. Fruchte, Mary C. McCulloch.

In these sections the work thus far has consisted of courses of lectures outlining the subjects preparatory to more deliberate study involving more active participation on the part of members. Nearly a third of the whole corps of teachers have already connected themselves with the society under this new order of things, and the interest is manifestly on the increase.

SUPT. WOLFE seems to have emerged from the dubious atmosphere of the small politician, and asks, "What is my duty to the children of Missouri and the taxpayers of the State?" With unfaltering courage he presses on to the discharge of his duty. If he has gone beyond the expectation of the conservatives with his increasing and his manlier tone, possibly

when they come to see his work from his standpoint, they too, perhaps, will join hands and voices in a higher appreciation of his work.

Put up the flag. Let a spirit of loving, wise, lofty patriotism be diffused through every school district in the land. Have the children realize the fact that

"A spirit hangs
Beautiful region! O'er the towns and farms,
Statues and temples, and memorial tombs."

STATE SUPT. WOLFE seems to have cast a luminous glance over the whole field of educational effort in Missouri, and kindled in almost every school district a glow of enthusiasm among the teachers and educators, a design and desire for something better and more effective in the way of results for the "investments" made.

EVERY mind kindled to a glow of enthusiasm and power by our teachers becomes more or less creative, and adds new resources to our sum of mental wealth.

THE press comes to be more and more the irresistible arm of a giant striking down evil and building up justice.

THE real educator is rather more intent on laying the foundations of character and of great institutions for the benefit of posterity than in erecting a transient memorial of themselves. They work rather more on a long future and for permanent results than for themselves.

ONLY the ignorant are miserable and dangerous. The intelligent see light, and hope, and progress. Intelligence brings order and peace and safety out of this darkness and chaos. Ignorance alone despairs and becomes dangerous.

PROF. BRYANT, of the St. Louis High School, indicates a movement for University Extension to meet the new demands of the time as follows: "The universities are now moved by an impulse of infinite expansion. No human being shall be without at least the opportunity of fullest spiritual development. The whole world seems on the point of turning itself into one great school. Education promises at length to be universally recognized as the highest and ultimately all-engrossing occupation of the human race."

Is there not when you come to carefully read the report of State Superintendent Wolfe, a remarkable lucidness of both thought and expression? Everything about "investment" and organization is plain, forcible and level to the simplest comprehension if our teachers and editors would take it up and reproduce it in short paragraphs. The editors of the State will find that their progress and prosperity is closely allied to the progress and prosperity of our common schools. They constantly create a growing constituency for the newspapers.

INTELLIGENCE, you see, saves what is worth saving, and it saves not quite so much by sympathy and compassion as by power—a loving power—ideas save and exalt.

WE must do so much as teachers and educators to instruct and to save, as to take away from us the reproach of silent consent to this awful waste of character and intellect which results from ignorance.

STATE SUPERINTENDENT WOLFE is reported as addressing large audiences in Missouri with speeches which seem to be "logic set on fire."

OUR educational status in Missouri can be said now to be in the third stage of its development. First the seeds of intelligence were sown broadcast, consuming sometime to set in motion courses to operate. Second, there was a stir of action in establishing our Normal Schools which have done such effective work, and now comes the final results in larger "investments" and "organization" for gathering up the harvests of intelligence, power and character. Think of ten or eleven thousand teachers intent on adequate preparation to use both investment and organization.

HIGH IDEALS.

Here choose I,
Joy be the consequence.

—Shak.

PROF. W. M. BRYANT, in his address on the "Possibilities of a Pedagogical Society," said, "We are coming to understand, however imperfectly, that the very substance of the teacher's task consists in aiding his pupils to see God's thought in the world, to will God's will in their own lives, and thus to bring them to actually experience, in whatever rudimental measure, the joy of the divine life. Surely this creed is set forth in the eternal laws of quantity, in the universal types of the organic world, in the very forms of human speech, and in the changeless principles that underlie all human conduct!"

But who of us is equal to such infinitely delicate and complex task? And once conscious of our insufficiency, who of us can let pass a moment without some effort tending toward greater fitness for such weighty work? Assuredly no one can doubt that the highest type of the teacher can be realized in no other way than through fullest, sincerest devotion, and ceaseless as well as systematic effort toward utmost self-improvement. And this brings us again to note the immeasurably vital significance of *association* as a means to the unfolding of individual life. Here indeed the "environment" of the individual is, above all, the immediate human world. And the more fully developed human life becomes, only by so much the more does the individual's environment prove to be of a plastic nature. That is, association becomes more and more *voluntary*. Or, to use the Darwinian phrase, 'natural selection' appears here, but in a light wholly new. For in the unfolding of the higher 'nature' of man, 'natural' selection proves to be deliberate and rational mutual selection, the 'selection' here depending upon a common interest and consisting in voluntary association for mutual advantage."

INTELLIGENT people know that the true end of government is to guide the people in the right way, and establish equity and knowledge. The other kind of people imagine that government means a division of the "spoils" and they cry for more "spoils" until the whole country is "spoiled" all over, and not guided and governed. Which seems best under the pres-

ent circumstances—a government of intelligence, or the other kind? You take your choice, and *pay the bills!*

THE license to jeer and to deny is bought at the price of the faculty to behold the good and to know the true—the faculty of immortality.

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PROTECTIVE INDUSTRY.

(Continued from January issue.)

There is, wherever productive industry and the use of machinery have been established, a continual though slow movement of the population from the ruder vocations towards the more refined vocations. The community as a whole produces more food, clothing, and shelter, and has a larger proportion of persons devoted to the preservation of life and to the culture of its people from year to year. But the world's fairs have taught the new lesson, that it is a matter of national concern to educate the taste of its people by the establishment of schools of art and design and by elementary art education in the people's schools of all grades. The movement, first initiated among English speaking peoples through Prince Albert's efforts in England, and which resulted in the establishment of the South Kensington Museum and the system of special schools

IN INDUSTRIAL ART,

extended to this country soon after 1870. In 1871, Walter Smith, a teacher from the South Kensington Art School, was engaged by the State of Massachusetts as normal instructor of art with a view to secure a uniform instruction of the best quality in the subject of industrial drawing for the schools of Massachusetts. Volume I of a series of publications of this bureau on art and industry contains the history of this movement, and a reprint of a large collection of original sources of information relating to its origin and dissemination. It was some years later that the movement for the establishment of

MANUAL TRAINING SCHOOLS

was started in this country. This was independent of the effort in the direction of the teaching of drawing and the cultivation of artistic taste. It was likewise based upon a different order of reasoning. It was claimed that the pupil in the ordinary course of study in the

common schools gets training in language studies, but very little in the art of expressing his ideas by means of his hands.

Manual training, it was claimed, is just as important for the educating of the mind as the study of language or mathematics or science. The course of lessons in training the hands was borrowed in part, at least, from the manual training schools of Russia, the imperial training schools of St. Petersburg, and the Stroganoff school, and was intended to teach the pupil the use of certain fundamental tools used in woodwork and in iron work—the saw, the chisel, the plane, the hammer, the use of the forge, etc. Great stress has been laid upon the educative effect of

HAND WORK,

and it would seem that the industrial education in the past twenty years has divided on two lines owing to this circumstance. The industrial schools of Northern Europe, including the Sloyd of Sweden, Denmark, and Belgium, and the schools of the arts and trades in Germany, and the manual training schools of this country and their counterparts in Great Britain, have laid more stress upon the training of the hand and eye to accuracy and delicacy in the use of tools than to the education of the aesthetic taste. Moreover, the students of these institutions have been practiced in making all the parts of an entire construction in order to secure the highest degree of educative effect.

On the other hand, the industrial schools of France and of other countries founded on the same idea, require their pupils to secure greatest degree of skill in making and finishing some part of a machine, thereby fitting the pupil to enter at once his chosen field of industry at some great establishment and receive wages as a skilled laborer from the beginning. This plan has seemed to the founders of the manual training school to neglect the educative effect of hand work for the purpose of giving the pupil a high degree of skill available at once. Arrested development is expected as the result of this method of education. But it has not been carefully observed that the French schools succeed in giving an efficient training in taste and ideals of art. This

ART EDUCATION

is of a general character, and more than compensates for what is lost in the way of the educative effect

of hand work when directed according to the plan of the manual training school. The fact that the goods produced by the French workmen for competition in the markets of the world in the line of ornament and high finish easily put aside those of other nations, has drawn the attention of those who advocate the training of the hand exclusively for its educational effect, and in the Columbian Exposition this change of base is very manifest.

This perhaps is one of the most interesting features to the visitor at Chicago the present summer. In this respect the present World's Fair will have a far greater influence upon the educational systems of the world than any of its predecessors.

A CORDIAL WELCOME.

His worth is warrant for his welcome hither.
—Shak.

THE *Republic* welcomes the editors of the State of Missouri to the city in the following cordial and appreciative editorial:

"There have been many conventions in this city during the past twelve months, but none has brought visitors who are so much like *allies* in all our best enterprises.

"A great commercial city soon learns how much a State press does for good government and industrial progress. A newspaper of the right kind in a county does more than the Sheriff to preserve order and more than the banks to develop business stability.

"The modern manager of a county paper is a little more a man of the world than almost anybody else. He travels and talks. He understands trade, politics, literature and laws. He is a part of the engine of society which touches all other parts and conveys energy from one to the other.

"St. Louis is acquainted with nearly all the editors of the State. They are old friends. Each one is a potent influence in a community with which St. Louis has constant intercourse. Their papers are a State pride and they are the men who make as handsome, bold and influential a press as the Union possesses. Whatever St. Louisans can do will be done to show the esteem in which the Missouri newspaper men are held."

This proved to be one of the best meetings ever held. The only regret manifested was that more of the fraternity were not present.

WASHINGTON'S BIRTHDAY.

That soul so softly radiant, and so white,
The track it left seems less of fire than light.
—Lowell.

GINN & CO., the eminent publishers of Boston, Mass., send us several of their latest publications, two or three of which are generally adapted to Washington's birthday, February 22.

First, we have a full and an extensive program of prose, poetry, flags, and music for a school celebration of Washington's birthday, by Mrs. A. G. Lewis, with *fourteen* exercises—enough for an all-day celebration, which we hope every school in the United States will give to this occasion. No school day could be devoted to a nobler purpose or object.

When we urge every teacher outside the city schools to send to Ginn & Co., Boston, for this remarkable and complete program, we hope our words will be seed that may bear fruit to a greater love of our country and its institutions, so that all the children may re-behold its glory.

Washington yet stands the supreme patriot of America. Let us indoctrinate the children with both his virtue and his patriotism by devoting the day to his memory. The world and society is upheld by the veracity of good men. Life is strong by our belief in such society. We call our cities and our children by his name, so that they live a potential life in all our growing power.

Ginn & Co. have done a grand thing for the schools of the nation by these fertile, varied, commemoration exercises.

RESULTS IN FIGURES.

This doth better show
This doth infer the zeal I had.
—Shak.

SOME of our friends who did not visit "The World's Fair" will get some definite idea, perhaps, of its extent by looking over the figures as to the *financial* results.

These, while they were important, were in the highest sense of the least value. We did urge our four hundred thousand teachers to go and see it so as to get some more adequate idea of the value of intelligence, with its power and its immeasurable vision over ignorance and its limitations and short sight.

The result as indicated from the report of Auditor Ackerman on the finances of the World's Fair issued lately show that the total expenditures were \$25,540,-

537.85, and the receipts \$28,151,-168.75.

From the beginning of the Exposition to the close the average daily receipts were \$89,501.53, and the average expenses \$22,-405.30.

The concession has more than paid the running expenses the Fair. The cost of operating for the six months was \$3,540,037.41, while the income from concessionaries was \$3,699,581.43. More than \$100,000 is yet due from them. The Ferris Wheel Company, for instance, is holding back \$75,000 pending a settlement. Some of the expenditures were as follows: For machinery, \$2,786,-684; electricity, \$1,911,857; manufacturers and liberal arts, \$1,800,-198; police protection, \$1,301,-478; railway transportation, \$1,-247,101; water and sewage, \$1,-122,770; art, \$801,444; agriculture, \$740,655; dredging, \$615,-144; architecture, \$398,810. Under the last item are included fees to the Board of Architects, draughtsmen's wages, materials and maps. The \$2,786,684.91 for machinery includes the cost of Machinery Hall, power plant, boilers etc., and the \$1,911,857.04 for electricity takes in the cost of the marvelous electric plant, electricity building, and the cost of running the department. For music \$600,947.59 was expended, and the receipts from symphony concerts was \$64,320.49; so that on this item the directory lost no less than \$536,672.10.

The following are some expenditures that will be found interesting as showing the scale on which the Fair was conducted: \$297,778.81 was paid out for installation of exhibits, the dedication ceremonies cost \$211,033.43, the Thomas orchestra \$135,589.10, fire protection \$249,284.81, gate expenses \$336,438.96, insurance \$139,545.31, janitor service \$112,541.67, running the power plant \$355,-980.66, fireworks displays \$103,-088.63, salaries to clerks \$404,567.21, and salaries of officers \$329,-094.69. Bands were paid \$172,-303.25. On souvenir coins a net profit of \$391,625.65 was made.

THIS is a good item for your physiology class, and outside of it, too. Talmage says, "It seems to me outrageous that men, through neglect, should allow their physical health to go down beyond repair, spending the rest of their life, not in some great enterprise for God and the world, but in studying what is the best thing to take for dyspepsia!"

AN EDUCATIONAL REVIVAL.

Light seeking light, doth light of light beguile.
—Shak.

PROF. WM. M. BRYANT, in his address on "The Possibilities of a Pedagogical Society," asks, "who, indeed, whether in or out of the profession, really comprehends to the full *how* sacred this task is? And yet we are in the midst of a deep-reaching movement that can only be properly described as an *Educational Revival*." And already we are beginning to discern with greater clearness what it is to be a *trainer of human souls*. We are beginning to realize that day after day the work of the teacher is to lead groping minds into always clear and ever stronger light. And this light consists in the precise representation of more and more complex aspects of that divine Energy which is ever giving proof of its eternal qualities in all the swiftly unfolding, swiftly vanishing forms of the outer world, and still more in the slowly unfolding but never vanishing soul of man."

THE new Philharmonic Society, of St. Louis, has been organized with the following officers: Dr. J. A. J. James, President; O. H. P. Grundon, Secretary; Mr. Emile Karst, Musical Director; Prof. Louis Hammerstein, Pianist and Director of Chorus.

In order to bring the tickets within reach of all, the Board of Directors authorize the offer of five seats for ten dollars, and two seats for five dollars, entitling the subscriber to his number of seats at the entire season's course of four concerts and six musicales. The low price is evident, being ten dollars for fifty, and five dollars for twenty admissions.

Music has become so necessary an element in the life of people of culture and refinement, that the management confidently expects the hearty support and encouragement of the residents of the South Side, in the shape of subscriptions, which will enable them to maintain this institution in our midst. From the character of the enterprise, it is manifestly not organized for financial gain. No tickets will be sold at the doors, admission being solely by subscription. The number of tickets for the price and the size of the hall, necessarily limit the number of subscribers. Two or three recitals have already been given, electing the warmest commendation from those fully competent to judge the merits of such performance. Address, for further information,

O. H. P. GRUNDON,
109 North 7th St.

ARKANSAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

PERRIN & SMITH, PROPRIETORS.

M. MATHES, Little Rock..... { Editors
J. B. MERWIN, St. Louis..... }

ARE the funds *on hand*,—and sufficient to pay the teachers each month as other State and county officers are paid? This should be looked after and provided for in all the States without further delay.

WHICH way shall we steer to get out of this fog of ignorance, out of this great dimness? Our need is very great. Salt itself will not save us here. We must on and out by more intelligence.

INTELLIGENCE soon becomes in the mind a strong, fruitful, central heat, warming into new life and power the whole man—not only the unit but the million units!

IF this search for the sublime laws of moral life, intelligence and brotherly love, if the rising generation can be inspired by our teachers to feel the generous daring of austerity and virtue, then these trials will prove not a calamity but a blessing, not a defeat but a victory.

THERE are two sure ways of paying debts which ought to be taught in all our schools—*increase of raising income, increase of thrift in laying it out.*

THE mind, the man is lamed and made paralytic by ignorance. Intelligence illumines and strengthens and cures and achieves success, victory! Intelligence is profitable and safe.

WHEN the mind is free and is inspired with great truths, when thought is fearless and unselfish, it finds expression in condensed and pointed sentences and sends its arrows of truth swift-winged to the heart.

INTELLIGENCE, let it be remembered, is calm, observant, and even while it seems in repose, is steadily advancing to great results. The children do not stop where *we* stop; they get a power of growth in our common unsectarian schools which cannot be altogether restrained or controlled except for good and gracious ends. The wealth and worth of this system of education is as yet scarcely realized.

SCYLLA AND CHARYBDIS.

When the sea was calm all boats alike
Showed mastership in floating. —Shak.

HERE is a geography lesson from the *London Globe*. The whirlpool of Scylla and Charybdis are situated in the Strait of Messina, between Sicily and Italian Apulia, and although dangerous to the mariner of the ancient world, are not very formidable in the present day. The whirlpool of Scylla lies at the base of the cliffs on which stands the village of Scylla. The circling waters have worn the cliffs into caves, which, in heavy seas, emits sounds like the barking of a dog. Charybdis is near the port of Messina, nine sea miles from Scylla, and according to Signor Spallanzani, is 500 feet deep. The old danger of sailing between them has recently been explained by M. Keller, an engineer, who shows that the currents in the strait depend both on the tide and wind. The currents are strong because the tide is low in the Ionian Sea when it is high in the Tyrrhenian Sea, and vice versa, and whirlpools, more or less energetic, are formed at various points of the strait. When the wind is from the southeast the waters pour from the Ionian Sea into the strait and form whirlpools north of the port of Messina, and also near Faro, where ships at anchor are sometimes carried out to sea and borne by the current on the rocks of Calabria, toward the point of Pezzo, a little farther off than Scylla. It is probable, therefore, that the ancients meant by Charybdis the casual whirlpools near the port of Messina, and by Scylla those at Point Pezzo. Between these two points the currents are extremely rapid, strong and variable. The danger is really serious for sailing vessels, which were all the ancients had, and an inexperienced pilot might, in avoiding Charybdis, find himself in Scylla.

HOW IS THIS?

Most necessary 'tis that we forget.—Shak.

MR. HENRY KING says, in an article in the *Globe-Democrat*, that "our system of popular education is founded upon the theory that memory is the beginning and the end of wisdom; or, in other words, that mental development is simply the cultivation of the power of getting things by heart, as we say. It makes no allowance for the exercise of the faculty of forgetfulness, and yet much of the in-

struction that it imparts is useful only for the purpose of being dispensed with when the student comes to play a part in the active and practical business of life. There are scholars in plenty who turn out to be incompetent and unsuccessful for the sole reason that they are unable to forget many things learned at school, and to make effective use of the things that are really profitable. They have been taught that circumstantial recollection of dates and statistics is the secret of knowledge, and that to let slip the least of their proficiency in that relation is to be gravely delinquent. Their minds operate mechanically, and their continual dread is that they may lose their grasp of the multifarious technicalities that they have spent years in accumulating. These abundant details thus become a burden instead of an advantage, even when they are strictly accurate; for they do not qualify a man to perform any other than a pedagogic service. It is well to know the general facts, the fundamental truths, that are found in text-books; and it is equally well to sweep others out of the mind, and make room for things that tend to *stimulate thought* and to produce substantial and salutary results."

TENNESSEE.

You are strong and manly;
God on our side, doubt not of victory. —Shak.

THE *Southern Teacher*, Chattanooga, Tenn., is one of the strong, inspiring, helpful journals that we should judge would be needed by every teacher in the State. Here is a specimen or two of the messages editor Huffaker and his co-workers send out:

"Nine thousand teachers in Tennessee. What an army! Nine thousand guide posts—pointing our youth to happiness and prosperity. Nine thousand engineers conducting the car of education to the great city of *Success*! Let us have no wrecks on the road.

"Encouraging news from every county. The attendance is good. The *tax-payers* are interested. The pupils are delighted. Supt. Seneker is devoting his entire time to the work.

"Let us have an interesting session at Nashville in December. Let every county superintendent attend the convention.

"Yes, let us consolidate the two organizations of the 'Public School Officers' and the 'State Teachers' Association.'

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The most Effective Skin
Purifying and Beautifying
Soap in the World.
The Purest, Sweetest and
Most Refreshing for Toilet
Bath and Nursery.

Sold throughout the world. Potter
Drug & Chem. Corp., Sole Props., Boston.

TELEGRAPHY.

WHERE and WHY you should learn it. Particulars free. Send me your address please.
W. FULDES, Box 14, West Salem, Ill.

"Wanted! Our boys and girls so trained in the schools as to become useful men and useful women.

"Wanted! The hearty co-operation of every good citizen.

"Wanted! A happy and prosperous school term."

And so on, through sixteen pages. No pulling down, no undermining of confidence in the work done by our teachers; no servile criticisms; strong, vigorous, helpful leadership; generous valor and manfulness; superiority of vision; in short, to see the best, and to lead in that direction.

If all the States had such leadership, what a triumphant success would be achieved. It is this mystic working of the *believing* mind of man which gives both power and victory.

NO MAN, says Goethe, has a seeing eye without first having a seeing heart.

LET the teachers of West Virginia as well as in all the other states, follow the advice given by Supt. Wolfe, of Missouri, and the "*something wrong*" in the small wages paid and the delay in paying even small wages. Let the teachers in all the states make "*strenuous* efforts to convince the *tax-payer* that the cheapest teacher is the dearest. Both with the inefficient and with the efficient teacher there is a common outlay in school site, house, furniture, appliances, and above all, in the *time of the pupils*. This educational plant—school site, house, furniture, appliances, pupils' time—the inefficient teacher alike with the efficient, occupies and cumbers."

NOTED PEOPLE OF THE DAY.

HARRIET G. HOSMER, the famous American sculptress, has returned to her native soil after being twenty years abroad. She has come to visit the California Midwinter Fair, and to see her colossal statue of Queen Isabella, which she recently completed, set in place there. This statue was for a time intended for the World's Fair at Chicago, but as a site could not be agreed upon, it was not exhibited, and only a few weeks ago it was shipped to San Francisco from the Eternal City. Miss Hosmer was born at Watertown, Mass., in 1830. She was educated at Lenox, Mass., and early displayed a taste for art. She received a few lessons in modeling in Boston and then entered a medical college at St. Louis to study anatomy and dissection. In 1852 Miss Hosmer went to Rome, and became a pupil of Gibson. After two years of study and modeling from the antique, she produced the busts of "Daphne" and "Medusa," and since that time has produced many figures which have attracted universal attention.



HARRIET HOSMER

ADMIRAL DA GAMA has temporarily taken the place of Mello as leader of the revolutionary forces in Brazil. When Da Gama went over to the revolutionists he took with him the remaining strength of the navy. He comes of an old and noble Brazilian family, and stood very close to Emperor Dom Pedro, so that he comes naturally by his love for monarchy. Should he succeed, the crown would go to Prince Dom Pedro d'Alcantara, now eighteen years old, the eldest son of the Princess Isabella di Braganza, the only child of the late Emperor and wife of Count d'Eu.



ADMIRAL DA GAMA

It is rumored that Emperor Kwong Sui, of China, has taken offense at the encroachments of France on the Siamese territory claimed by his country, and that there may be a war between the two powers. Emperor Kwong Sui, who guides the destinies of nearly 400,000,000 people, is but a little over twenty-two years of age. His actual reign dates from 1889, and has been devoted to promote the welfare of the people. He is said to be very intelligent and progressive, and well disposed to Christianity. He is of the Manchu dynasty—an imported dynasty established some two hundred and fifty years ago—and being thus a foreigner, there has been and is considerable unrest under his rule. The terrible famine of sixteen years ago, the ravages of pestilence, the floods and rebellions, all have conspired to shake the stability of Manchu dynasty.



KWONG SUI

It is currently reported that President Andrews, of Brown University, has been offered the position of co-President (with President Harper) of Chicago University, and that he has the offer under serious consideration. He received a call last summer from the same source, but for a different position, but declined. President Andrews is one of the leading educators of the country, and has made a national reputation as the result of his work at Brown. He is in the prime of life, a man of deep learning, executive ability, and has an intense interest in economic and other live questions of the day. He served as a member of the silver conference at Brussels, and is an authority on monetary matters. His resignation from Brown would be a hard blow to that institution.

CHARLES B. WILSON is a man who has figured but little in Hawaiian news in this country, but he is one of the most prominent figures in affairs on the islands. It is he more than any one else who is responsible for the attacks on the Queen's character, and this has been one of the most prominent factors in the cause for revolt. Wilson has long been the Queen's favorite, and during most of the time has occupied the position of Marshal, where his position and influence with the dusky Queen made him virtual ruler of the monarchy. He is a man of considerable ability, astute and calculating. Comparatively little is known in the United States as to his early life and antecedents. Among the Hawaiians he is known as "King Bolabola."



THOS. F. SHERIDAN

THOMAS F. SHERIDAN, of Chicago, will probably be President of the League of American Wheelmen. Mr. Sheridan has served two terms as First Vice-President of the League. He was formerly a resident of Springfield, Ill., and for several years directed the affairs of his division. He is an enthusiastic reformer on the line of good roads, and was frequently the recipient of compliments from the late Mayor Harrison, who never lost an opportunity to aid the project. The Vice-President, in his capacity of member of the Executive Board of the League, has been careful of the finances, being looked upon as rather a balance wheel in the administration. He has been mentioned frequently as a likely candidate for promotion. The National Assembly, at which the officers for 1894 will be elected, will be held at Louisville, Ky., February 25.

WM. J. MCCONNELL, Governor of Idaho, is President of the Trans-Mississippi Commercial Congress which will hold its sixth session in San Francisco, beginning Feb. 13th, 1894, and continuing for four days. Governor McConnell, who by virtue of his position will be the leader of this session, was born in Michigan in 1839. He received his education in the public schools and academies of Michigan. In 1860 he removed to Oregon, where he taught school a short time, and then settled in Idaho. He was Deputy United States Marshall under Alvord, and summoned the first United States Grand Jury ever held in Boise City. He returned to Oregon in 1871, engaged in mercantile business and was elected to the State Senate. He was a member of the Constitutional Convention of Idaho and the first United States Senator, but owing to his drawing the short term, only served a few months in that body. Governor McConnell is a typical Western gentleman and his administration is looked upon as being one run entirely in the interest of the State and the people.



W. J. MCCONNELL

REPRESENTATIVE HATCH, of Missouri, a member of the Committee on Agriculture, will introduce a revised Anti-Option bill at this session of Congress. For several years Mr. Hatch has been a prominent member of the House. He is sixty-one years of age and a native of Kentucky, in which state he received his education. He removed to Missouri, and was admitted to the bar in 1854. In 1858 and again in 1860 he was elected Circuit Attorney of the Sixteenth Judicial Circuit of Missouri. Throughout the war Mr. Hatch served in the Confederate army. From 1863 until the close of the war he was Assistant Commissioner of Exchange under the cartel. He was elected to the Forty-sixth Congress as a Democrat and has served to the present time.



W. H. HATCH

JOHN H. GEAR was recently elected to a seat in the United States Senate, to be vacated by James F. Wilson, of Iowa, March 4, 1895. Ill health necessitates Mr. Wilson's withdrawal from the candidacy. John Henry Gear has been a leading figure in public life for many years.

He was born in Ithaca, N. Y., in 1825. He removed to Iowa in 1838, and in 1843 engaged in mercantile business at Burlington, of which city he was Mayor in 1863. He was three times elected to the State General Assembly, and served two terms as Speaker of the House. In 1878-79, and again in 1880-81, he was Governor of the State, and was elected to Congress in 1886. He has been there



JOHN H. GEAR

ever since, except one term that Seely defeated him, in 1890. He was a member of the national Iowa delegation in 1892, and then served as Assistant Secretary of the Treasury.

GEO. W. CHILDS, the famous philanthropist, and editor of the Philadelphia Ledger, died Saturday, Feb. 3. Deceased was born in Baltimore, Md., sixty-five years ago. He became a bookseller while yet a boy, and later in life became a member of the publishing firm of R. E. Peterson & Co., afterwards Childs & Peterson. In 1864 he purchased the Philadelphia Ledger, which, under his able management, became a very influential and widely circulated journal. Mr. Childs was noted not only for his success as a journalist and publisher, but also for his unostentatious philanthropy. In 1886 Mr. Childs published "Some Recollections of General Grant," and in 1890 a volume of his own "Recollections" was issued. Personally he was a charming man, beloved by all who knew him, and honored everywhere.



GEO. W. CHILDS

Mrs. Stanford a Good Business Woman. Mrs. Leland Stanford has developed able business characteristics since the death of her husband, the late senator from California. Few women have ever had the management of three large ranches—8,000, 17,000 and 75,000 acres respectively—the administration of the finances of a university and the direction of several million dollars' worth of other properties, and not many women having such vast responsibilities thrust upon them as they were thrust upon Mrs. Stanford would exhibit the same confidence in themselves and independence of others. Mrs. Stanford keeps the reins in her own hands and manages her affairs with wonderful sagacity, energy and determination.



MRS. LELAND STANFORD

THE home really ought to reinforce and help the school more than at present. A farmer's daughter, who stood high in her per cents. in the text book examinations, wrote home to her mother soon after her marriage to inquire "in what part of the pig dried-beef was to be found."

YES, the voice now speaking to this people in tones not to be mistaken, says: "Behold, ye shall grow wiser; or ye shall die." We prefer wisdom, even if it does cost considerable.

OPENNESS to light and the right. This brings health and place.

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

PERRIN & SMITH, PROPRIETORS.

WE ought to do our teachers the justice in all the States to arrange for their prompt and liberal payment at the end of each month, as other employees of the county and State are paid? The taxes should be levied in all the States to defray the necessary expenses of maintaining the schools a year in advance. This can be accomplished easily by a little wise forethought and wise action on the part of our school officers. We owe this justice to our teachers.

WE must educate and elect wiser men to office, or we must smart roundly for our unwisdom, and pay dearly for our folly. There is a better way. It will be wise to walk that way.

BIG cash balances—and larders dropping fatness—will not do it. Intelligence, wisdom, justice—if you find a man based and buttressed on these get him for law-maker and governor, and you are safe from reverses, panics, hard times. If you have not got him, there is a way to secure him. Educate and train him (or her) and have him (or her) to make and to administer your law; if not, suffer! There is no remedy except in intelligence, wisdom and justice.

WHEN corresponding with advertisers, please mention this paper.

DR. E. E. WHITE, in his new work on "School Management," says truly that "the two most obstructive foes of needed progress in school training are artificialism in motive, and mechanism in method."

White's "New Course in Art Instruction" and Smart's "Manual of School Gymnastics" are also invaluable in their special lines to both teachers and students.

TRAIN the children so that they will be able to find not only something to do, but be able when work is found, to do it. Yes, we show both our worth and our worthlessness by our votes. If we are wise and select wise men to make laws, this brings equity, light and prosperity—the other kind brings other conditions. If you don't believe this statement, look around you.

A COURSE OF READING.

G. E. WILKINSON, PRINCIPAL OF
HIGH SCHOOL, ALTON, ILL.

THAT many teachers would be glad to read to some special purpose, is assumed; and that teachers need a general culture, needs no proof. It is, therefore, the object of this paper to suggest a course of reading for the general culture of teachers. What, then, ought we to read? Others would doubtless recommend a different course, but the following outline is so fully in accord with the facts of the universe and the general trend of civilization that, in its essentials, it cannot safely be departed from.

There are certain matters that every one ought to be familiar with, if he wishes to be ordinarily well informed. "If a person cannot be well read, the next best thing is to be well smattered," if he wishes no more than to be able to converse without embarrassment. Every teacher must be familiar with the more important facts of the history of his own country, and the main outlines and characteristics of his country's literature. He should, also, be acquainted with the names of the principal English authors and their books. Some of the greatest writers should come to be more than names in a catalogue. And here I wish to mention the *Bible*, not as a religious book but merely as a part of the world's literature. Treating the matter from the standpoint of mere common intelligence, one should be ashamed to be ignorant of it. No one book has played so large a part in the civilization of our people. The art and science of all the Christian world is bound up with it. Literature is full of it; in it is the poetry of modern science; it is an ideal history of the world.

But these ought to be familiar to all intelligent people. A teacher should dig deeper into the mines of truth than all this superficial information about superficial facts. He ought to read so as to have in mind a clear-cut outline of the universe, of which he is a product, and in which he lives, and of the main lines of human progress. A man is not educated who knows a lot of facts. He is the educated man who knows what he wants to know, who knows where to find what he wants to know, and who knows what to do with it when he finds it. He, therefore, needs a general knowledge of the universe as a sort of a frame-work in which

each nation, each great man, each great movement, each great book, may have its appropriate and logical place. Then, when he learns something new, he will know where to put it, how to keep it, and what to do with it, so that it will appear in its proper place as a part of the orderly whole.

The course of study, then, that ought to be the framework of all intelligent culture, it seems to me, should be as follows:

1. The earth demands our attention. Consider it as one of the planets of this great universe. We are its product. On its surface, upon the summit of its mountains, under the shade of its trees, along the seashore, basking in the sunshine, rejoicing in the breezes, loitering by its brooks, fed by its plants, sung to by its birds, rejoiced and depressed, thrilled by hopes and awed by sublimities all about us, we pass our brief lives. Under a little mound of this same old earth, with grasses and flowers over us, our bodies are to rest, while the rain weeps and the wind sighs, the sunshine kisses, and the far-off stars smile down with their suggestions of other worlds. This lovely old earth is our home!

2. Next, the life and its development upon this cooling planet should be known. Science tells many marvellous stories about the changes of life, as the earth's surface changed.

3. What were the early conditions of man—what he thought about himself and the world and his fellow men; what was the starting point of his long journey across the ages and toward his present high outlook of civilization should be known.

4. What special lines of progress—social, political, moral and religious—the race has advanced, what things have hindered and what things have helped this advancement. There are numerous good books on these subjects. The newspaper is a most excellent medium for information on present progress.

5. Some time should be devoted to the study of general history. What has been the effect of the Roman and the Teuton in our history, and what has been the influence of the Puritan and Cavalier in our national life, should be known.

6. And lastly, since religion has played so great a part in the civilization of all peoples, we should know the outlines of the origin and

development of man's religious beliefs.

This outline is not too broad for any progressive teacher. Of course, the following list cannot all be read in a few days; but, by the proper determination, they can all be mastered before many years shall have passed by. Then the reader will know what the world is, where it came from, what changes have taken place in its life-forms; what man is, where he came from, what pathways he has traveled, and what way he is going. And, beyond all questions of his duty as a teacher, this knowledge will constitute for him a storehouse of delight and a refuge from petty cares and sorrows. Being thus strengthened and ennobled, he will be a guiding star in the galaxy of his profession, and the better enabled to help solve the problem of the ultimate destiny of the human race.

LIST OF BOOKS.

1. The Nebular Theory in Encyclopedia Britannica. Geology, Le Conte, Dana, or Lyell. Creation, Guizot. First Principles, Herbert Spencer. Sketches of Creation, Winchell.

2. Genesis. Origin of Species, Darwin or Huxley. Distribution of Animals, Wallace. History of Creation, Hankel. The Descent of Man, Darwin. Animal Intelligence, Romanes.

3. Anthropology, Tyler. Sociology, Spencer. Primitive Culture, Romanes. Antiquity of Man, Lubbock. Preadamites, Winchell.

4. Intellectual Development of Europe, Draper. Warfare of Science, Andrew D. White. Data of Ethics, Spencer. Evolution Ethics, Williams. Law of Progress, Spencer.

5. Any good history of the United States. History of English People, Green. Any good *Roman History*. History of American Literature, Tyler. History of English Literature, Taine. History of Civilization, Guizot.

6. Ten Great Religions, Clarke. Childhood of Religion, Clodd. Origin and Development of Religion, Miller. *The Bible*.

BETTER train the children to work, for it is being demonstrated in these days that he who cannot work in this world cannot get existence in it.

WORDS are not fossils; they bloom into life with the touch of genius.

KANSAS.

THE North Central Kansas Teachers' Association have been holding a very successful meeting at Concordia. The officers for the ensuing year are, President, Mrs. A. S. Bates, of Concordia; Vice-President, E. L. Glasgo, of Belleville; Secretary, Miss Etta Cross, of Osborne; Treasurer, Prof. Lantz, of Manhattan. Executive Committee—Prof. Hollinger, Abilene; F. H. Clark, Minneapolis; C. H. Fellows, Washington.

Abilene was the place selected for holding the next meeting. Over 500 teachers were in attendance, Republic county having the largest delegation. The banner given to the county having the largest representation in point of mileage was captured by Osborne.

Great interest centered in the declamatory contest. Twelve counties were represented in the school grades. Miss Lotta Molt-hop, of Concordia, won first place, and in the grammar grades Miss Beta Robinson, of Belleville, was the successful contestant. Here are two more ladies marching off with the *honors* of the occasion. Cannot *something* be done?

The annual meeting of the Southeast Kansas Teachers' Association held an important session at Emporia. The following were elected officers of the association for the ensuing year: President, John E. Dietrich, Emporia; Vice-President, D. M. Barclay, Howard; Treasurer, E. A. Farrington, Paola; Secretary, Miss Mollie Couter, Columbus; Executive Committee—Wm. Sinclair, Coffeyville; R. S. Russ, Madison; and the superintendent of city schools

Lawrence and Ottawa both asked for the next meeting, but it was decided to leave the matter in the hands of the officers to report at the teachers' meeting at Topeka during the holidays.

We were in hopes that *all* the local associations in Kansas this year would cordially second the suggestions of the wise, able, and witty editor of the *Western School Journal*, that the county superintendents of Kansas should be treated as well, at least, as the "catcher of thieves and burglars" in that State.

THE COUNTY SUPERINTENDENT in Kansas, according to Bro MacDonald, wears out a buggy in visiting schools, makes life a burden to one or two horses, pays his own repairs for harness, for horse shoe-

ing and for feed. His horse not only eats *his own head off*, but can very readily place himself on the exterior of several other heads before the term expires. As to the average annual expenses of the county superintendent, we estimate them to be at least \$300—money which in equity should be paid by the county, is paid by the county to men who arrest horse thieves and burglars. Would it not be economy, righteousness and the highest prudence to pay 10 cents a mile to the man or woman who is giving life's best energies to prevent boys from becoming horse thieves and burglars? We think so, and is it not time the teachers should express themselves, too? How else will the Legislature remedy this injustice?

We suggested too that many of the more than *ten thousand* teachers in Kansas who are abundantly able to do so should send for a dozen or twenty copies of the *Western School Journal*, and circulate them, and then sit down and talk over this matter fully and freely with the law-makers and taxpayers. If this were done, this evil and wrong would be speedily righted, we are sure.

The teachers of Missouri took hold and circulated such articles published in the AMERICAN JOURNAL OF EDUCATION among the tax-payers of this State until the compensation of each teacher was increased about \$20. What has been done in this direction in Missouri can be done in every other State if the *teachers* will take hold and do the needed work. Will they do it? We hope so.

CHAUTAUQUA'S EXTENSION COURSES.

You drop manna in the way
Of starved people.
—Shak, M. of Ven.

THIS departure in the method of conducting University Extension Teaching, which has been inaugurated under the auspices of the Chautauqua Literary and Scientific Circle will still add to the power and popularity of this beneficent and wise organization.

Courses of lectures are now prepared and *written out*, together with a syllabus. A local circle desiring a series of lectures on some subject sends in a request to the director of the Chautauqua Extension department, and the manuscript or printed copies of the lectures are forwarded to it. Some one in the local circle, one more or less acquainted with the subject, is chosen to read the lect-

ures and conduct the class work. Professor Albion W. Small's lectures on Social Science are now being given in Buffalo, N. Y., after this plan. This is an interesting and an important development of Extension teaching, and it is one too which will do a much-needed work in those smaller communities that do not feel able to undergo the expense of getting a regular Extension lecturer.

We commend this effort most cordially and earnestly to our teachers, and we hope to hear of its general adoption.

OUR so-called rulers in Washington, let it be distinctly understood, are only our agents, only trustees of the people. If the taxes gathered by the people, over a *billion dollars*, are wantonly trifled away, the people can revoke the authority given and not only call them to an account, but call them home. Members of Congress, in the Senate and House of Representatives, you know, do not *produce* a dollar or *earn* a dollar of the *billion of dollars* they expend. This money is *earned* by the people, most of it.

If "there is a lion in the way," the thing to do is to kill him and not stop traveling.

ORGANIZATION.

Spirits are not finely touched,
But to fine issues.

—Shak.

Fair are the flowers and the children, but their subtle suggestion is fairer;
Rare is the rose-burst of dawn, but the secret that clasps it is rarer;
Sweet the exultance of song, but the strain that precedes it is sweeter,
And never was poem yet writ but the meaning out-mastered the meter.
Never a daisy that grows but a mystery guideth the growing;
Never a river that flows but a majesty scepters the flowing;
Never a Shakespeare that soared but a stronger than he did enfold him;
Never a prophet foretells but a mightier seer hath foretold him.
Back of the canvass that throbs the painter is hinted and hidden;
Into the statue that breathes the soul of the sculptor is bidden;
Under the joy that is felt lie the infinite issues of feeling;
Crowning the glory revealed is the glory that crowns the revealing.
Great are symbols of being, but that which is symbolized is greater;
Vast the create and beheld, but vaster the inward creator;
Back of the sound broods the silence; back of the gift stands the giving;
Back of the hand that received thrill the sensitive nerves of receiving.
Space is as nothing to spirit; the deed is outdone by the doing;
The heart of the wooer is warm, but warmer the heart of the wooing;
And up from the pits where these shiver, and up from the heights where those shine,
Twin voices and shadows swim starward, and the essence of life is divine.

RICHARD REALF.

It is doubtless true, as Mr. S. J. Newman states, that Missourians do not realize the greatness of their own State at all. In agriculture alone it is the third State in the Union. It gives to the world every year 225,000,000 bushels of corn, 36,000,000 bushels of oats, 20,000,000 of wheat and 6,000,000 of potatoes. Over 20,000 bales of cotton are annually raised in the southeastern corner of the State. We have 1,000,000 horses and mules, 2,500,000 cattle, 1,500,000 sheep and 3,500,000 hogs. A State which is capable of such things, and only just beginning, is certain to fill a great place in the country's industrial history. And the children in the schools should be instructed upon these vital points, in connection with both their history and their geography lessons. These are the *results* of the industry and frugality of our people—the men *doing* and enduring, giving us a glimpse and a revelation of the development of our possessions, when we *intelligently* enter into our patrimony. Is there vision, or only blindness?

HON. VIRGIL A. LEWIS, editor of *The West Virginia School Journal*, makes the following wise suggestion to the teachers of that State in regard to the use they make of "the course of study," just sent out. He says: "A Course of Study which prevents the teacher from *thinking* and, thereby, destroys his individuality, is totally impracticable and a failure. 'No teacher can teach another how to teach.' A Course of Study guides him as to *what* to teach, but when it attempts to set before him a model of *how* to teach, that moment it becomes to him a hindrance rather than a help, and the teacher who slavishly follows such a course, will himself prove a *failure*. The teacher alone knows the capacity of his pupils and the true interests of his school, and he must therefore have a wide scope for his individual power, tact and influence."

It ought to be stated definitely and distinctly that it is a poor and pusillanimous political economy which will altogether sacrifice the mental and moral interests of the community to the merely physical, which shrinks from continuing the child in school until a foundation for self-culture is laid, upon which the superstructure of an intelligent moral life may be raised.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

PERRIN & SMITH, PROPRIETORS.

E. N. ANDREWS, Chicago..... { Editors.
J. B. MERWIN, St. Louis..... }

ARE the funds *on hand*—and sufficient to pay the teachers each month as other State and county officers are paid? If not, would it not be an act of both justice and good sense to arrange this matter in *all* the States, so that the money necessary to defray the expenses of the school be provided for in advance. It is just as well—nay, it is vastly better and more just to do this than to have the individual teacher bear the expense of this delay. Can we not inaugurate a needed reform in this respect? We think it ought to be done and that it can be done.

THE Adams County (Ill.) Teachers' Association also held a grand meeting at Quincy. The Study of History formed an important topic of discussion, in which Prof. C. L. Hawkins, of Clayton, Prof. B. N. Turpin, J. W. Creekmur and O. B. Colgate participated. Carlyle, we think it is, who says only he who understands what has been, can *know* what should be and will be. "It is the letter of instructions which the old generations write and transmits to the new—the message, verbal or written, which all mankind delivers to every man; the articulate communication which the Past can have with the Present, the Distant with what is Here." Certainly no more interesting or important topic could be developed, as it leads out of and away from the dry, threadbare infinitesimal, "how to teach grammar!" State Superintendent Raab was present, and addressed the meeting, urging that neither politics nor any special religious belief should be taught in the public schools. His remarks were approved by T. W. McFall, Superintendent of Quincy schools. Miss Emma Schell, of the Webster School, gave some interesting class exercises, and Prof. David Williams, of the Franklin School, also read an essay. Prof. Raab urged the teachers to make an effort to secure State certificates. The following officers were elected for the ensuing year: Miss Anna Murphy, President; Arthur Roy, Vice President; Miss Lucy Bowers, Secretary and Treasurer; Prof. S. H. Trego, A. R. Smith, C. M. Wilson, Sarah Derrick and Emma Kendall, Executive Committee. Prof. Raab addressed the teachers on the subject of "Language," in the evening, with the best of results, and altogether it was an occasion long to be remembered.

THE STUDY OF MIND.

[The following essay is by Joseph Block, of the Graduating Class (January, 1894), St. Louis High School. The essay was read at the Christmas Eve Literary exercises of the school, Friday, December 22, 1893.]

IF one would comprehend the full significance of the curriculum of a school, and especially of one devoted to higher education, something more is required than a mere catalogue of the studies. There is necessary, in addition to this, the consideration of the practicability of the studies and their utility in the after life of the individual. Any study which tends to broaden the view, to train the mind to individual and independent thought, to investigation and to liberality of opinion, is not only admissible, but also desirable. On these grounds, if for no other reasons, psychology is entitled to a place in the course of a "high school," for it tends, above all other studies, to these desirable ends.

The objection has been often raised that a high school course of two, or even four, years is insufficient for the proper study of such a subject. An exhaustive treatment cannot be given in that time, it is true, but neither is that object sought. All that can be expected is that the pupil will receive an outline, and, as a result of his study, carry with him the means of investigating the subject at greater length, should he so desire. Even if this is not the students' pleasure, the good which he derives from the prosecution of the study is inestimable and amply repays him for the time expended in its pursuit. The mind grows only by regulated exercise, and this study furnishes that exercise. He is taught to think for himself. The exercise, in itself exact, makes him exact in his thought and in the expression which he gives to it. Moreover, he assimilates into his mind, unconscious though he may be of the fact, a lofty moral and ethical teaching.

Now, let us consider the subject of which psychology treats. The mind is an indivisible unit of energy; a power to know, to feel and to do, manifesting itself as intellect, sensibility and will. It is owing to this unity of the mind that it always acts as a whole, never in part; hence, our inability to do more than one conscious mental act at a time. The great distinction between psychology and the other sciences lies in this: Whereas, they require the exercise of the mind (as intelligence) in their pur-

suit and the investigation of truths pertaining to their special field of inquiry, psychology employs this power of the mind in the investigation of this same acting force, mind. Here, the extremely interesting and wonderful feature of the mind presents itself. Though easily impressed by words and deeds, however slight, the malleability of the mind is not like that of molten metal. It is mind shaped by mind, either by itself or the manifestation of some other mind. The mind is at once the mould, the moulder and the thing moulded. This plasticity of the mind should lead us to the practicing of such deeds and the utterance of such thoughts as will shape our minds and the minds of our associates, in accordance with reasonable principles.

Here, in the influence of mind upon mind, the second interesting fact presents itself. All minds are in type the same; that is, perfect, different as they may be in degree of realization of this type. This fact explains the influence which one mind has upon another. Were they not the same, it would be impossible for two minds to think in the same direction, and for one mind to take up into its own activity the thoughts of another. This perfect type serves as a guide to us in our activity. It shows us the attainment possible to us, yet requiring eternity for its fulfillment, and urges us to greater effort. Disappointment and pain cease to exist as evils and become (to the student of psychology) powers for good.

The former serves, especially in our younger days, to overthrow in our minds those illusory aircastles built upon the sands of "childish fancy" and aids us in erecting in their stead edifices upon the solid rock of reason. To the more mature mind pain is merely a warning. Its presence is an evidence that the individual's adjustment to his environment is imperfect and needs amending. But this very amending must come from the mind itself. The "pain" is an experience of the mind as sensibility, and acts as a stimulus. It prompts the mind as intelligence to consider more carefully its relation to the surrounding conditions. This leads up to the consciousness of the imperfection of the adjustment, as thus far attained, and to the forming of some new relation. At this point the mind, acting as will, proceeds to change the conditions so as

to harmonize with itself, or else change its attitude toward the exterior world.

There is in man a spark of divinity, and this spark is mind. It manifests itself as such in its creative powers. Even the child possesses this power. It is shown in the creation of "words" to express our thoughts. As an evidence of this power in its more mature degrees, we need but note the various works in the fields of art, literature and the sciences, all of which yield their bounteous stores to the skilled husbandry of master minds. Did time permit, I might dwell at greater length upon this subject, and present to you the mind in its more specific phases, as intellect, sensibility or will, or analyze the mental activity involved in the processes of *perception* and *conception*, in imagination and memory. It might be shown to what extent this activity depends upon the individual himself; how much it is owing to his direct ancestry; in how far it is dependent upon the whole process of the development of the race.

Owing to the unconscious nature of much of our mental activity, we often lose sight of the importance of the mind, or look upon it merely as a machine. When we consider that all our deeds, our thoughts, our feelings are but manifestations of mind, we can see the vast import of the subject, its bearing upon our daily existence, and realize why it is that the student must be contented if at school he receives merely a concise outline.

THE difference between an intelligent good man and an ignorant bad man is an immeasurable one. Our common schools train and educate the former; lack of this training results in the latter. The one has perception, apperception, ultimating in right character. The latter has neither, ultimating in ignorance, vice and crime. Need we ask which is the better and more helpful and profitable?

EVERYTHING seems to be *cheap*; but of what avail is cheapness, if there is no money to buy? The main thing is missed, if the people are unfed, unclothed and unhappy, no matter how cheap clothing and food may be.

THE real wealth of a man is the number of good things which he loves and blesses—which he is loved and blessed by.

LOUISIANA

EDITION

American Journal of Education.

• \$1.00 per year in advance.

PERRIN & SMITH, PROPRIETORS.

HENRY E. CHAMBERS, New Orleans { Editors
J. B. MERWIN, St. Louis. }

WE ought *now*, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and state officers are paid? Don't you think so too?

WHY was our life given us, if not that we should manfully and constantly give it for our brother?

ACTIVE, intelligent men are always hopeful, and the greater the danger the greater the responsibility of those who know a way to avert it. It is a great promise the educators make to conserve and make society safe by intelligence, morality, industry and patriotism.

OUR intelligence, humanity and Christianity, must be large enough and broad enough to front and to solve these perplexing questions of a more just and equitable distribution of the wealth of this nation before society will be safe.

To know, even the black malady and helplessness of ignorance is the preparation—afar off to be sure—for new and wiser ways of living and doing. Genuine acting and doing by some mysterious and indescribable process, we must teach the children, brings power for more and larger doing—is of itself a sort of creation or creating by which each of us gets possession of himself or herself. Let us lead along this path or towards it all the time.

WHAT great hope there is for us all when we contrast the present intelligence of the people and the power it gives them, with earlier times. Now each man makes or unmakes his own character, makes or unmakes his own position and place. If he is competent and true the world wants him and will pay readily and largely to secure him; if he is a nothing or nothing, he finds his place, but the world does not stop to look after him to any great extent.

If we are to be "shot," in this world, we had rather be hit with the "snap shots" of Miss _____ of the Preston Papers, than by anything else you could fire at us.

JUST think of it for a moment! We raise a *billion* from the general mass of the people to get our governing done in Washington. A *billion*? Great Scott! Such governing at such a price! Is it intelligent? Is it? Is it not rather very unintelligent, knavish, foolish? Why should it cost a *billion* to govern sixty millions, if we are honest, intelligent? Do you not see that ignorance costs?

WRONG WILL BE RIGHTED.

"Yet show some pity.
I show it most of all when I show justice."
—Shak.

COUNTY Superintendent John G. Gray, of Sussex Co., Del., says: "It is recommended that provision be made for the payment of teachers' salaries *monthly* instead of *quarterly*. No other class of laborers are required to wait *three months* for their pay. It is too long for any one without capital."

And so the good work goes on, slowly to be sure, but there is a movement in the right direction. Will the teachers of Delaware take hold and help themselves and the schools, too?

It is officially reported that the colored teachers were compelled to wait from February until the next *June* for their salaries! What other State or county officers were put off in this way? Is it not this: a plain injustice! Mr. Gray points out a remedy for this. We hope to see his suggestions adopted. Mr. Gray makes another wise suggestion also, not only for Delaware, but for all the other States. He says:

"We should provide for the purchasing of *school room apparatus*, and pedagogical literature. In providing these privileges it must be remembered we do not provide the things, but simply the right to purchase them out of the school money when local authorities are so disposed. Just as a citizen is unable to manifest his powers of invention and skill without the equipments of his trade, so is a teacher often unable, *empty-handed*, to do credit to his ability as a demonstrator and capacities as an instructor when without the material aids to put abstract ideas in visible form.

"The modern contrivance for assistance in teaching of all grades from the primary to the highest, have been, where employed, of superlative value.

"They are not only instructive, but attractive, and both agencies are necessary to successful mental training. For while we may drive

the body, the mind must be attracted to its operations. That we are in need of such means I will only further argue by stating that in no school of the county have I found such an equipment as is needed, and in many of the country districts I have found them without even a respectable *black-board*, but only a miserable rough or wornout surface as an excuse."

A few copies of the "Preston Papers" circulated in Delaware would do a world of good.

IOWA.

We will mend thy wages.—Shak.

HERE is a good word spoken for the school director by J. J. Dofflemeyer, of Linn Co. These words might be, and we think should be, spoken oftener for our school officers. He says: "I have found directors, as a whole, most reasonable men who, often for no other compensation than the abuse which the ungrateful public so frequently bestows, practice the greatest self-denial in the interest of the schools. I think, as a class, that they are everywhere in sympathy with teachers and ready always to support them in all reasonable matters. They are usually quite practical men, ready to make, honorably, the most of the situation. Of course, they often err, but probably not more frequently than we ourselves. Our organization will fail if we neglect to include the director."

He says also that "Linn Co. is one of the largest and richest of the Iowa counties. About us are most certain evidences of prosperity. We grow our share of the corn, we raise more than our quota of hogs. Our schools, too, we are proud to say, equal those of any country in this State, celebrated for its good schools. I presume that I may as well add that our teachers are as poorly paid as those of any other county.

"Evidently, for the sake of the profession, teachers' wages should be increased, and the parties who could most effectively work to this end are the teachers themselves; and, manifestly the best means for them to intelligently use will be found in that organization of which each shall be a willing and efficient part. Local agitation of the subject will bring it before the minds of the people, but organization throughout the State must be effected before the State Legislature can be induced to act.

"If we look to mutual help in

Pale Faces

show Depleted Blood, poor nourishment, everything bad. They are signs of Anæmia.

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the Cream of Cod-liver Oil, with hypophosphites, enriches the blood, purifies the skin, cures Anæmia, builds up the system. *Physicians*, the world over, endorse it.

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Why will you be bled of your money by experimentalizing Oculists and so-called Specialists, when they never have, and what is more, never can cure disease of the Eye, Ear or Head? You not only lose your money, but oftentimes are left in a worse condition than when you began treatment. Such diseases of the Eye as Cataracts, Granulated Lids, Pterygiums, Amaurosis, Astigmatism, Glaucoma, Iritis, Ophthalmia, and weakened Vision from any cause readily yield to "Actina" as thousands testify. In fact, there is no disease of the eye but what may, under proper stimulation and electrical excitation be permanently cured. This can be done by "Actina" as surely as the sun shines and fire burns. Catarrh, Deafness, Hay Fever, Neuralgia, Sore Throat, Colds and Bronchial and Lung Troubles cannot exist under the influence of "Actina." "Actina" is a Perfect Electric Pocket Battery, usable by young as well as old, and at all times and in all places; you lose no time from business, you treat you-self, and the one instrument can be used by the entire family. Beware of fraudulent imitations. See that the name "W. C. Wilson, Inventor, Pat. No. 341,712" is stamped on each instrument. None genuine without.

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raising teachers' wages by 'raising' better teachers, we must further co-operate with the superintendent in the teachers' institutes and other public means of advancing the condition of our profession. We must attend the institutes and county associations and must provide for other public meetings to keep the professional spirit alive."

Let the more than twenty thousand teachers of Iowa adopt the wise suggestions of State Supt Wolfe, of Missouri, and interest the tax-payers in this beneficent and righteous movement.

Is it not plain to be seen that self-government by fools and illiterates is ruin?

MISSISSIPPI

EDITION

American Journal of Education.

\$1 00 per year in advance.

PERRIN & SMITH, PROPRIETORS.

J. W. MARTIN, Jackson } Editors.
J. B. MERWIN, St. Louis

ARE the funds on hand—and sufficient to pay the teachers each month as other State and county officers are paid? Arrangements should be made for doing our teachers this justice a year in advance.

LET us not attempt to either resist or restrain the work of these leading educators. The results of their work in all these States will be found to be our choice: t wealth, our greatest glory.

Is not ignorance an injury to the individual as well as a damage and a menace to the State? Is it not time to say and to have our "say" ripen into legislation, that injury to the least member of the community is a damage to every member of the community?

So many people are sent out in the world on an errand they are too weak for, and that too by a path they cannot find, that if in any way we may be able to help some, we ought to feel it a great privilege to help such, and an earnest, kindly word spoken or printed may be just the guide and board they needed to walk up and out to success and victory.

EACH day's events put to proof the spring and force of our intelligence, and we constantly manifest its practical power in our action or want of action.

MR. DAVID A. WELLS, probably the ablest writer on economics in this country, finds the deep-lying cause of our fiscal and commercial dangers in the *popular ignorance* of financial and economic literature and experience on the part of the great body of the people. Our schools of all grades ought to give this subject more attention.

TRUTH of any kind breeds ever new and better truth.

LET us send it forth, the torch of intelligence flaming in the hearts of the people.

INTELLIGENCE does not quite mean yet, in this country, that the millions of laborers shall starve to keep the privileged hundreds in luxurious ease.

THESE sour apples of misery, so abundant are the fruit of our own ignorance, selfishness and wisdom.

Is the governing and guidance of this country sufficiently wise? If not, is there not a remedy for this unwise plan and its consequences in the hands of the people? We point out the better way.

THESE teachers are the drill-sargeants of intelligence, industry, obedience and frugality. Let them, with wise words of command, say "forward" march to all the children in all the States.

THE most meritorious are always the first to recognize the claims of merit in others.

It takes a giant's force and the vision and wisdom of prophets, these days, to be sure that intelligence, virtue and patriotism alone are triumphant and victorious.

CLARK COUNTY (ILL.) TEACHERS.

THE Annual Clark County (Ill.) Teachers' Association was held in the court room in Marshall, the first of the month, and out of the 130 teachers employed in the county, 120 were present. Reports were heard from all over the county on the work of establishing libraries in the various schools. It was found that over \$1,000 had been raised for this purpose since September 1, and that more than 2,000 volumes had been purchased.

The crowning event of the session was an oratorical contest, in which there were six contestants. The highest honors were won this year, as last, by Miss Nana Armentrout, of Westfield. The judges were: Prof. Cooley, of Westfield College; Prof. Brinkly, of Austin College, Effingham, and Supt. Carrick, of Edgar County.

How does it happen that the ladies are walking off with the *honors* to such an extent in Illinois, as in other States?

THE "progress" and the "prosperity" that results in leaving the mass unclothed, unfed, unsheltered and unhappy, is both a shabby prosperity and an unrighteous prosperity. "The public be d—d," spirit is not altogether wholesome or safe, but quite the opposite. We rather think it is plainly to be seen that this is not success, but the want of success.

It is greater to be a leader of ideas than to be only a leader of armies, and the people begin to realize this fact. Ideas grow, spread, help, regenerate man and society alike. Armies destroy and beget hate, bring poverty, ruin and despair. The teacher is greater than the soldier, learns more, creates more, puts love in place of hate, peace and plenty instead of poverty and crime and bloodshed. Justice, reason, progress, follow the work of the teacher. Is it not plain that this is best for our growing Christian civilization? We hope to see in all the States provision made for sustaining and extending the work of the teacher.

It is said that the several languages spoken in foreign lands range under the following heads: In England, *English*; France, *French*; Germany, *German*; Italy, *Italian*; Spain, *Spanish*; Portugal, *Portuguese*; Russia, *Russian*; Austria, *German*; Switzerland, *French, Italian and German*; Turkey, *Arabic*; Belgium, *French*; Holland, *Dutch*; Norway, *Norwegian*; Sweden, *Swedish*; Denmark, *Danish*; Greece, *Greek*.

THE world can take its choice but it *must* take also the consequences. There is in this kind of a character a sort of architectural nobleness—it stands there like a great solid, square built edifice, finished symmetrically, complete. You judge that a true builder built it, and he did. Put thought and wisdom in the head of the world, and we shall fight *all* battle victoriously.

How little part of the road to the infinite can the wisest teacher show his pupil? We should be thankful for any trend given us thitherward.

Is ignorance, bigotry and frivolity a disease of prolonged infancy? Is it? How long some diseases do seem to hang on.

Now the world has to obey him who *thinks* and who clearly sees in the world. It is light, or failing in that, it is lightning.

THE ignorant continue in ignorance only because they are unconsciously ignorant.

PRACTICAL POLITICS.

He shall in strangeness stand no further off Than in a politic distance.

—Shak's *Othello*.

PROF. JOSEPH FRENCH JOHNSON, of the University of Pennsylvania, in an article on the "College Professor and Politics" in the *University Extension* magazine for December, says:

"There are people who think that teachers and college professors should keep out of practical politics. Certain members of college faculties who made public their political opinions or preferences last year have been harshly criticised on the score that they 'dragged the college into politics.' A recent magazine article on 'The College Professor in Politics' declares that of all the devices, intrigues, and trickery developed in the campaign of 1892, 'the influence most to be deplored is that which caused the professors in our universities and colleges to turn from the pages of their Homers and Livys and throw their energies into the channels of political effort.' The author probably wrote that sentence in all sincerity, yet it is quite possible that he would not have written it, or ever thought of writing it, if a majority of the professors who turned from their Homers and Livys in 1892 had worked for his or for some other man's party. If the professors in an American college believe that the election of a certain candidate will be better for the country than the election of his rival, it is impossible to find any good reason why they should not make public their belief if they do it as citizens and not as 'professors.' The eighteen Amherst professors who united in a public profession of their regard for Grover Cleveland last year erred in the manner of doing, for they gave the public the impression that a college faculty had spoken. If they had declared their sentiments singly or in company with citizens representing other vocations, their action could not have been censured."

A WISE man—a great soul, not only to see the truth, but to teach it, to speak it, better yet to do it. Front this, teacher; care for him, provide for him generously and promptly. Such an one is salt for us, health for us, safety for us. When you get such, hold on. There are not too many such.

THE penalty of irreverence is blindness.

THE ST. LOUIS SOCIETY OF PEDAGOGY.

THE re-organization of this society has been followed by a revival in educational work throughout our city schools unprecedented in the history of our school system.

The Section in Psychology, led by E. H. Long has an attendance much larger than is generally accorded to so abstruse a subject, and is characterized by animated discussions and steadily deepening interest.

The Section in Pedagogy, led by F. E. Cook, manifests an interest, as evinced by the large number of members belonging to it, far in excess of anything expected. This is due largely to the clear and popular exposition given by the leader of the section devoted to the theory of Education.

The Section in Ethics, Wm. M. Bryant, leader, is constantly growing in interest and in numbers, and the history of ethical theories has proved both stimulating to thought, and prolific in discussion.

The Section in History is largely attended by those interested in general culture outside the field of historical inquiry. The handling of the subject, by Geo. E. Seymour, is along the lines of cause and effect, dwelling on matters of detail only so far as needed to disclose the springs of political and religious action, thus leading to a fuller and more adequate view of the organic character of social development.

The Section in Art, led by Miss A. C. Fruchte, is made popular by attempting to illustrate the text by the use of pictures, giving a panoramic view of the progress of thought in this department of endeavor.

The Section in Literature, led by F. L. Soldan, has attracted many by the popular exposition of the growth of English Literature as found in the great masters.

Under the leadership of Geo. W. Krall, the Section in Natural Science is doing work in which is specially emphasized the scientific method, and looks to the clarifying of principles through carefully chosen experiments.

Finally, the Section in Kindergarten Work and Observation of Child Life, under the direction of Miss Mary C. McCulloch, is eagerly occupied upon the themes appropriate to that department.

These meetings are held in the High School building, on Grand and Finney Avenues, and are open to the general public. No such awakening of thought along so many lines of investigation was expected, but the people of the city and vicinity are contributing to the success of this great enterprise by their intelligent appreciation of the work done in the several sections.

OBEDIENCE, humility, and correct moral conduct—these are essential to be taught, whatever else we get or do not get.

YES, there are yet a great host of noble, open-hearted, intelligent people alive in the world. Let them be heard from and justice and equity will grow visible and find expression and enactment. Ignorance and selfishness and distrust are now dominant. Have we not had enough of these? The present condition is not a careless one; in fact we are on the way to cure now, because the people see how dangerous ignorance and selfishness and unbelief is. More intelligence and love will reveal to us an endless host of helpful things that can be done for our weak brothers and sisters. Let each one of us get at these doable things without delay, at once, and the cloud will lift.

KENTUCKY.

O! he sits high in all the people's hearts.
—Shak, Julius Caesar.

THE *Home and School*, under the vigorous, wise, practical management of Prof. Alexander L. Peterman, has already become a power for good in educational circles in the State of Kentucky and beyond the borders of the State. No good thing can be spoken or done in one State without the results being felt in all the other States. This is what a correspondent writes to the editor:

"Your crusade against the *backless bench* meets my hearty approval, and you may add the *slateless pupil* and the *blackboardless room*.

"The schoolhouse ought to be better than the average residence in every district, and the best building in every town.

"The teacher ought to be the best man or woman, physically, intellectually and morally, and the district trustee (one, not three) the clearest-headed business man in the community. The free school ought

to be regarded by the richest citizen as well as by the poorest, a genuine blessing for his family."

Prof. G. M. Copley, Maynard, writes: "Last year we too had the 'backless bench.' But by reading to the trustees the many items found in *Home and School*, we have succeeded in securing seats and desks and many other much-needed improvements.

"We buried the 'backless bench' with all the honors due a servant that has served 'these hundred years.' There were a good many dry eyes at that funeral, for none of us enjoyed its presence or company.

"Success to our honorable State Superintendent for his suggestive plans of work; also to *Home and School* for its persistence in showing trustees and teachers their duty."

MORE OF IT.

HERE is another item showing in a brief way the results of ignorance and strife born of selfishness. Take the fact that only a portion of the losses resulting from the great *Homestead strike* are included in the following tabulated statement: It lasted nearly nine months, and as the monthly pay-roll there was about \$250,000 per month, the loss to the strikers for the entire period of the troubles was about \$1,290,000. The Secretary of Internal Affairs says that *no estimate* of the loss sustained by the company could be obtained. The expense to the State of Pennsylvania in maintaining the National Guard at Homestead was \$440,356.31. Here is a total combined loss and expenditure of \$1,690,256.31 for the nine months, with an undefined loss from the suspension of business, and, perhaps, the permanent transfer of some of it to other places to be added to the above sum. Would not wisdom and co-operation be wiser and better and cheaper? Every teacher in the State of Pennsylvania will be made to feel the *pinch* of this dead waste, beside the loss to children of school attendance, the physical weakness from lack of food, the *hates* and *strifes* engendered, who can measure these?

How slow we seem to be in learning that

"Ignorance is the curse of God."

WE shall find that there is nothing wrong in establishing, maintaining and extending our common unsectarian school system, but much the opposite of wrong.

PENNSYLVANIA.

Let men say we be men of good government.
—Shakespeare's Henry IV.

THE University of Pennsylvania has already done a heroic and practical work for the introduction of University Extension.

Prof. Joseph French Johnson, of this institution, says wisely that "the college president who is reported to have said that he was interested in only theology and philosophy, and *voted* for neither party, cannot prudently be set up as an exemplar by college presidents who want to see the number of their students increase.

"Grave questions are pressing upon the American people for settlement. Issues are working out that in history will rank as more important than any ever solved or undertaken in the Old World, ancient or modern.

"The right solution can be reached only in the friction of the best brains, in the earnest and conscientious co-operation of the best men. No man with power to help the miserable may plead that he is not interested in misery.

"Government is not a plaything for the amusement of such men as like it; it is a mighty engine whose wheels never stop turning, and undirected it may crush life and hope out of millions of people. Its management demands and deserves the skill and counsel of the strongest and best disciplined minds in the country."

COMPLAINING or fault-finding in the world profits little. Stating of truth and fact in a kindly way may profit. There are too many in the world who seem to say *work*, but don't think—as if thought or the power of thinking and of expression was not at *all times* and in all places precisely *the* thing that is most wanted and needed. The *fatal* person, is he not always the *unthinking* man—the man who cannot think and see, but only *grope* and *miss* seeing the nature of things he is to work with? He *misses* it; mistakes it; takes it for one thing, and it is quite another thing, and it leaves him standing like a futility, or fool. There such an one is the fatal man; unutterably and irretrievably *fatal* for himself and for all who in any way depend upon him.

NATURE, better than we, perfects her grandeur by her goodness.

American Journal of Education.

BUSINESS DEPARTMENT.

Business Notes.

MR. L. P. GOODHUE, who has had many years experience as an advertising agent, has taken charge of our advertising department.

National Normal University.

We learn from those who are in the National Normal University of Lebanon, Ohio, that that institution has a fine attendance, which is increasing every day with large representation from the western and southern states. The business department has been greatly enlarged and improved, the course of study made more practical and the facilities for study increased.

The new edition of the 250 page catalogue is just published. Prof. R. N. Roark, Dean of the Normal department of the Kentucky State College, says of this catalogue: "I have thoroughly enjoyed reading it. It is a text book on education, far superior to any other I know of. The catalogue is sent free to any one requesting it."

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EACH successive number of THE BOOK OF THE FAIR, by Hubert Howe Bancroft, lets us more and more into the plan of the work, which is such, while avoiding too lengthy description, as to cover the entire ground with sufficient detail, and present in permanent form all the characteristics of the great Exposition.

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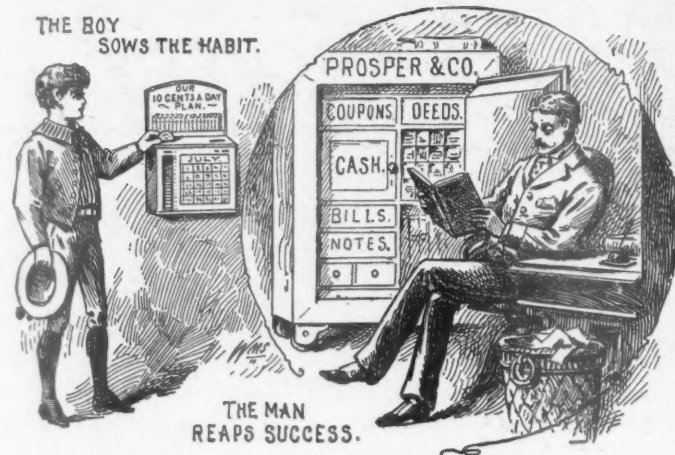
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